

ARIZONA SCHOOL REPORT CARD 2002-03

Achievement Profile¹:

Gilbert High School

- Excelling
- Improving
- Maintaining Performance
- Underperforming
- Extremely Small School

Gilbert Unified District
1101 E. Elliot Road, Gilbert, AZ 85296-1016

Principal: Dr. J. Charles Santa Cruz
Schedule: 6:30 AM to 4:30 PM
Web Address: Gilbert.k12.az.us
E-mail: csantacruz@gilbert.k12.az.us

Grades: 9-12
2002 Enrollment: 3034
Phone: (480) 497-0177 x 106
Fax: (480) 497-5673

∨ School Overview ∨

Mission

It is the mission of Gilbert High School to provide a foundation for each student to become a lifelong learner; to be able to meet life's challenges through problem-solving and critical thinking processes; to promote development of the whole individual; to provide opportunities for each student to become an articulate and responsible member of a dynamic, technological society.

Organization and Philosophy

- w Traditional
- w Departmentalized Classrooms
- w Self-contained Classrooms
- w Integrated Collaborative Classrooms

Instructional Programs

- w Comprehensive Core Curriculum
- w Honors Classes
- w School-to-Work/STRUT Program
- w Advanced Placement
- w ESL/Bilingual
- w On-site Special Education
- w Vocational/Technological
- w Robotics

School/Academic Goals

- w All students will apply technological skills to access information for research and design of long-term projects using word processing.
- w Students will demonstrate responsibility by showing respect and a willingness to cooperate with classmates, teachers, administrators and staff.
- w Students will increase their ability to communicate effectively in both oral and written form.
- w Students will be able to implement problem-solving skills in areas related to instructional tasks and real-life situations.

Enrollment

October 1, 2001 School Year Student Enrollment:	2992
Accepting New Students in 2002-03 Under Open Enrollment Law ² :	Yes
Number of Students Attending Under Open Enrollment in 2001-02:	432

¹ For an explanation of the Achievement Profiles, please visit <http://www.ade.az.gov/azlearns>.

² Under ARS§15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

∨ **School Site Council** ∨

Council Composition

- 0 School Administrator(s)
- 0 Non-certified Employee(s)
- 0 Teacher(s)
- 0 Parent(s)
- 0 Community Member(s)
- 0 Student(s)

Council Duties

- w School Safety Issues
- w Parent/Educator Relations
- w Parent Volunteers in School
- w Textbook Selection
- w Fundraising
- w Cultural Diversity Awareness

∨ **Staffing Information** ∨

School administration and instruction for school year 2002-03 are provided by:

Position	Number	Position	Number
Administrator	6.00	Teacher	180.00
Other Professional Staff	9.00	Teacher Aide	20.00

Educational Attainment by Years of Teaching Experience of Current Teaching Staff

Experience	Degree			
	Bachelor's	Master's	Doctorate	Other
3 or fewer years	37	11	1	0
4 to 6 years	26	36	0	0
7 to 9 years	5	15	0	0
10 or more years	11	41	1	0

∨ **Shared Responsibilities** ∨

School

GHS adheres to high standards for all and assists in goal attainment through various programs: Honors; Dual Enrollment; Concurrent Enrollment; Advanced Placement; Special Education; ESL and Vocational/Technical Education and tutoring. Calendars, course descriptions and a student handbook with programs and policies are available to parents. GHS provides a safe environment with supervision before, after and during school hours. Policies are mailed to each household with outlined expectations.

Parents

Parents are responsible for ensuring that the students arrive at school on time, in appropriate attire, with completed homework ready to learn. They must also report absences to the school on a daily basis. Parents are responsible for the health and well-being of the student and should report to the school any health issues which may impact the student's ability to learn. Parents are expected to be active participants through site councils, volunteer programs and booster organizations.

∨ **Transportation Policy** ∨

Gilbert High School utilizes 19 buses to transport students who live outside a one-mile radius, to and from the school each day. Service is also provided for high school students from the Higley School District and five vehicles are used to transport special needs students to Gilbert High School. The Gilbert High School boundaries are approximately 25 square miles.

∨ Calendar Information ∨

Number of Instruction Days:	177	First Day of School:	8/15/02
Average Daily Instruction Time:	6 hrs. 25 min.	Last Day of School:	5/22/03
Operates on Traditional Schedule			

Report Card Release Dates

10/16/02	12/20/02	3/4/03	5/22/03
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Additional Calendar/Report Card Information

GHS also provides a four and one-half week reporting sequence. Parents are notified of student progress through telephone contact, parent/teacher conferences and individual teacher grade reports by class.

∨ Resources Available at School Site ∨

Nutrition Programs

Federal food programs available to eligible³ students:

Breakfast - No Lunch - No Summer Food - No

³ Schools participating in the federal nutrition programs provide meals to all children. Students may be eligible for free or reduced-price meals. Eligibility is based on the federal poverty guidelines.

Special Facilities

W Core Curriculum Technology Facilities	W Agricultural Processing Lab
W Photo Multimedia Computer Lab	W On-site Work Experience Labs

Extracurricular Activities

W Academic Honorarium Memberships	W Performing/Visual Arts Programs
W Human Services Organizations	W Comprehensive Athletic Program
W Vocational Student Affiliation	W Cultural Diversity Organizations
W Community Service Organizations	W Interpersonal Relationship Programs

School/Community Resources

W School Resource Officer	W Community Center Facilities Use
W Educational Symposiums Programs	W Microsoft Certification Site
W Dual Credit/Concurrent Enrollment	W Recreational Activities
W Truancy Reduction Programs	W Day Care

∨ Indicators of Success ∨

Information provided on this page is based on historical data, primarily from the previous school year, 2001-02.

2001-02 School Achievements/Accomplishments

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| <p>W On-line capabilities have been installed in all department offices, Library, English Computer Lab and are available for use by system-certified faculty/students. We are hoping to increase exposure and use of the district web site in the near future.</p> <p>W Critical thinking strategies include pre-/post-tests designed to measure students' critical thinking improvements and an assessment for instructors that measures the level of critical thinking they require of their students.</p> | <p>W The ongoing evaluation of student writing skills has been enhanced by the establishment of blind scoring against benchmark papers. Writing continues to be the nucleus of our curriculum.</p> <p>W GHS is in the process of implementing the Career Pathways approach for all students. We will provide an academic foundation & special areas of concentration so that all students are prepared to matriculate to a two-year or four-year college program.</p> |
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Student Information: 2001-02 Student Activity Rates

	School	Arizona		
		K-6	7-8	9-12
Attendance Rate	97.0 %	95.0 %	94.0 %	94.0 %
Transfers Out ⁴	11.8 %	19.6 %	19.5 %	20.5 %
Transfers In ⁵ : Within District	0.6 %	2.7 %	2.2 %	2.0 %
Transfers In ⁵ : Out-of-District	4.0 %	9.7 %	9.6 %	9.5 %
Promotion Rate ⁶	100.0 %	98.4 %	97.8 %	94.8 %
Retention Rate ⁷	0.0 %	1.5 %	2.1 %	5.2 %
Dropout Rate ⁸	1.7 %			9.5 %
Status Unknown ⁹	1.3 %			6.0 %

Students reported as "dropouts" who may have returned to school for the following academic year are not accounted for in this report.

⁴ Transfers Out: Percentage of accountable students withdrawing to continue studies in another school or to be taught at home for the 2001-02 school year.

⁵ Transfers In: Within District: Percentage of accountable students entering school who were previously enrolled in another Arizona public school within the school district during the 2001-02 school year. Out-of-District: Percentage of accountable students entering school who were previously enrolled in another school district during the 2001-02 school year.

⁶ Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2001-02 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

⁷ Retention Rate: Percentage of students retained at the end of the 2001-02 school year.

⁸ Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2000-01 school year, to include activity during the summer of 2001. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate, Dropout Rate and Status Unknown Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate and the Status Unknown Rate but not in the Promotion Rate and Retention Rate. Data for 2001-02 is not yet available.

⁹ Status Unknown: Percentage of students unaccounted for by any method during the 2001-02 school year. Status unknown students are not necessarily dropouts.

∨ School Honors ∨

Awards or special recognition honors received by the school, staff or students:

Award/Honor	Year
Outcomes-based Accreditation	1997
Computer World Smithsonian Laureate '99	1999
Merit Scholars/Academy Appointments	1999
\$4.571 Million in Scholarships	2002

∨ Academic Achievement Indicators ∨

Arizona's Instrument to Measure Standards (AIMS) is designed to measure student achievement of the Arizona Academic Standards. Effective with the high school Class of 2006 (eighth graders in 2001-02), students must "Meet the Standard" or "Exceed the Standard" on all portions of AIMS or pass an AIMS Equivalent Demonstration (subject to approval by the state Board of Education) in order to be eligible for a high school diploma. High school students who did not attain "Meets the Standard" or "Exceeds the Standard" in reading, writing and mathematics will have additional opportunities to retake the test in their junior and senior years. Students in grades 3, 5, and 8 also take AIMS.

AIMS Results ¹, 2001-02

Grade 10 (Class of 2003) ²		Number Tested	MS	FFB	A	M	E
Reading	School	710	535	3%	14%	62%	21%
	State	49803	512	15%	23%	48%	14%
Writing	School	718	497	4%	13%	82%	1%
	State	50471	477	17%	23%	59%	1%
Mathematics	School	717	506	23%	20%	33%	24%
	State	50429	480	48%	19%	22%	10%

Legend

MS	- The Mean Scale Score (average) on a 200-800 scale. A student must have achieved a scale score of 500 to meet the standard. Scale scores are not comparable among content areas.
FFB	- Percent of students who Fell Far Below the standard
A	- Percent of students who Approached the standard
M	- Percent of students who Met the standard
E	- Percent of students who Exceeded the standard

¹Results reflect student performance on the English form of AIMS.

²Class of 2003 is the cohort of students who began 9th grade during the 1999-2000 school year.

Items of data containing information about fewer than ten students have been replaced with () to protect student privacy.

--Some columns contain dashes (--) to indicate "not applicable" or "no data available."

∨ Mathematics Education and AIMS ∨

On April 24, 2000, the state Board of Education amended the high school graduation requirements to include the following: "Effective with the graduating class of 2004, the two required math credits shall be taken consecutively beginning with the ninth grade and course content shall reflect Academic Standards preparation for proficiency at the high school level." Parents should verify with the school that their ninth grade students are enrolled in one or more mathematics courses that provide instruction in the state Board-adopted mathematics standards that lead to proficiency in high school. Students who begin the ninth grade during the 2001-02 school year should be enrolled in a mathematics sequence that is aligned to the state's mathematics standards and includes instruction in the concepts and performance objectives that will be assessed by AIMS. The Board's amendment to the high school graduation requirements should not be interpreted to mean that all ninth grade students must be enrolled in any *particular* course. **The Board's intent is to assure that all ninth grade students are enrolled in courses that prepare students for success on AIMS.**

∨ Academic Achievement Indicators ∨

Since 1997, students have been tested in reading, language and mathematics using the *Stanford Achievement Test, Ninth Edition*, a standardized, nationally norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested using the Stanford 9, though other grades have been tested in the past (grades 10-12 in 1997 and 1998, grades 10-11 in 1999 and 2000, and grade 1 reading in 2001).

The percentage (%) of eligible students tested and the school's percentile ranks are presented below. State average percentile ranks (AZ) are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades.

Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with (**) to protect student privacy. Some columns contain dashes (--) to indicate "not applicable" or "no data available."

Stanford 9 Percentile Rank Scores

Grade	Content Area	1997-1998			1998-1999			1999-2000			2000-2001			2001-2002		
		%	Score	AZ												
9	Reading	96	55	44	100	55	43	98	54	43	88	54	43	86	55	43
	Language	94	54	39	100	56	39	97	55	40	86	54	41	86	56	42
	Mathematics	97	71	57	100	75	57	99	75	59	88	75	61	87	77	62
10	Reading	89	60	42	100	54	42	93	56	42	--	--	--	--	--	--
	Language	84	60	43	100	52	44	92	56	44	--	--	--	--	--	--
	Mathematics	87	59	47	100	60	49	93	64	50	--	--	--	--	--	--
11	Reading	89	59	46	100	57	44	97	54	45	--	--	--	--	--	--
	Language	87	53	43	100	56	42	95	52	44	--	--	--	--	--	--
	Mathematics	88	59	51	100	66	52	95	66	55	--	--	--	--	--	--

∨ Measure of Academic Progress ∨

Arizona's Measure of Academic Progress (MAP) is an indicator of student academic growth from one year to the next. The results are based on the *Stanford Achievement Test, Ninth Edition* (Stanford 9), given in 2001 and 2002. MAP includes only those students who were tested both years in consecutive grade levels at the same school or who started the school year in the same school in which they were tested in 2002. A student achieves One Year's Growth (OYG) if he or she remains in the same Stanine⁹ or advances a Stanine from one year to the next. The percentage of students achieving OYG at the school is reported below.

⁹ Stanines are normalized standard scores that range from a low of 1 to a high of 9, with 5 designating average performance. National Stanines, like National Percentile Ranks, indicate a student's relative standing in the national norm group (Source: Harcourt Educational Measurement).

The MAP is an elementary school (Grades 2-8) indicator only; therefore, no data to report.

∨ School Safety ∨

The purpose of this section is to provide parents information about what the school is doing to promote a safe and healthy learning environment.

School-level Efforts to Ensure a Safe and Healthy Learning Environment

GHS has prepared, and continues to update, emergency preparedness plans to protect students/staff/the public during a crisis. The Administration and Security Staff of 8 are vigilant as they maintain high visibility on the campus. Staff is apprised of emergency plans, drills are held on a frequent basis. A strong disciplinary code is enforced, students sign a document acknowledging receipt and awareness of school and district policies. School Resource Officer; School Emergency Manual.

Total number of incidents that occurred on the school grounds that required the intervention of local, state or federal law enforcement (A.R.S. § 15-746.6)

2

School uniforms are not required at this school.

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, **1-877-900-1086**, is anonymous and available 24 hours a day.

∨ Per Pupil and School Expenditures for the 2000-2001 School Year ∨

Expenditure Category	*Per Pupil Expenditures by Category	School Expenditures by Category
Classroom Instruction	\$2,890	\$8,491,720
Classroom Supplies	\$25	\$74,610
Administration	\$412	\$1,210,425
Support Services-Students	\$299	\$878,458
Other Support Services and Operations	\$745	\$2,188,332
Total Expenditures- All Categories 2000-2001	\$4,372	\$12,843,545

Total Expenditures may not be exact because of rounding.

Information is self-reported by the district and is unaudited.

* Based upon 2000-2001 Average Daily Membership (ADM).

(School Expenditures divided by ADM)

**Due to technical difficulties, data for multiple charter school sites is not available.

These are maintenance and operation expenditures and do not include capital expenditures such as facilities construction and buses. Classroom Instruction includes activities dealing directly with the interaction between teachers and students. It also includes activities of aides or classroom assistants that are involved in the instructional process. Classroom Supplies includes costs for items that are consumed, worn out or have deteriorated through use; or items that lose their identity through fabrication or incorporation into different or more complex units or substance. Administration includes governing board services, executive administration services, lobbying, office of the principal services and other support services for school administration. Support Services-Students includes attendance and social work, guidance, health, psychological, speech pathology, audiology services and other support services for students. Other Support Services and Operations includes support services for instructional staff, business support services, operation and maintenance of plant services, student transportation services, central support services, other support services, food service operation and bookstore operations.

∨ Contacts ∨

	Name	Phone	Extension
School Site Council	Doug Daley	(480) 497-0177	133
Transportation Policy	Jay Morris	(480) 497-3314	
Community Resources	J. Charles Santa Cruz	(480) 497-0177	106
School Nutrition Programs	Deb McCarran	(480) 497-3370	
Parent Organization	Terry Antelman	(480) 497-0177	106
Student Health/Nurse	Karen Vanell	(480) 497-0177	217

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs/ on the Internet.

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